

Social and Emotional Learning, and Approaches to Play and Learning

Massachusetts Standards for Preschool and Kindergarten

February 2015

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Foreword

The Standards for Social Emotional Learning and Approaches to Play and Learning represent the work of a dedicated team from the University of Massachusetts Boston. The team, Sandra Putnam-Franklin, Mary Lu Love, Su Theriault, and Jennifer Kearns-Fox, had extensive input from national experts and early childhood professionals in Massachusetts. The team convened and began work in August, 2014, with research into other states' standards and guidelines; reviewing currently used child assessments; and conferencing with personnel from Collaborative for Academic, Social, and Emotional Learning and the National Governor's Association. In addition, they reviewed research and materials suggested by recognized national experts, Sharon Lynn Kagan and Stephanie Jones. This resulted in a literature review available at:

<http://learningstandards.wikispaces.com/file/view/Literature+Review+pdf.pdf/534714644/Literature%20Review%20pdf.pdf>

The team held two focus groups in October to share the Guiding Principles and framework they had developed and to determine values and concerns from professionals in the field. The 86 participants who attended represented family child care providers, preschool special educators, universal pre-K teachers, kindergarten teachers, public school principals, Higher Education faculty and students; mental health consultants; community child care and nursery school directors and teachers including Head Start, Montessori, and other interested community leaders. In December, an additional 41 people attended a focus group to provide feedback to an initial draft of the Standards. There were also 47 respondents who gave feedback to the initial draft through an online survey. This draft also had detailed comments from national experts including Sharon Lynn Kagan, Marilou Hyson, Betty Bardige, and Angel Fetting.

In January, 2015, three public hearings were held and attended by 158 people, and an additional 118 people partially or fully completed the online survey. Two people emailed their testimony. In all formats, the feedback was 98% positive and enthusiastic in support of the Standards; with 2% of respondents suggesting minor rewording.

In February, the feedback was incorporated into the document. It was submitted for copyediting and to the national experts again for review.

INTRODUCTION

“Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities...” (U.S. Department of Health & Human Services, 2010: *Head Start Child Development and Early Learning Framework, Social & Emotional Development*).

Since 2003 the Massachusetts Department of Early Education and Care (ECE) and the Department of Elementary and Secondary Education have (ESE) had comprehensive standards in place to guide student learning and progress from birth through secondary education. As a forerunner in early childhood education and development, Massachusetts published *Guidelines for Preschool Learning Experiences* in 2003, recognizing that the building blocks for learning are founded in early childhood. The guidelines were aligned with the existing Curriculum Frameworks, and did not present expectations for student performance or learning, but rather were designed to offer practitioners (teachers and providers of early education and care) guidance on the kinds of activities that teachers could present to provide the foundations for learning that could lead students to positive academic gains later.

Young children’s evolving social-emotional development must be a key consideration in developing curriculum, as well as in guiding each child’s social interactions and behaviors. As children engage in a growing circle of deepening relationships with adults and peers outside of the family, and move from self-focused activity to participation in groups, they develop a growing set of skills, with guidance and meaningful feedback from caring adults. Skills in developing friendships, following rules and routines, playing in a group, resolving conflicts, sharing, and taking turns emerge, alongside essential dispositions for learning. At the Kindergarten level, children extend these skills through practice, expanding relationships with others, and through diverse experiences designed by caring adults. These skills support children’s participation in learning activities by opening the doors to listening to others, collaboration and cooperation, and seeking resources outside themselves.

The ability to establish and maintain healthy and rewarding relationships has far-reaching implications for growth and success in life. These relationships, first with family, then with other children and adults outside the family, provide children with vital information about who they are and can be as individuals, how to interact with others, and how to respond to situations. They provide comfort and safety, as well as pleasure, and enable children to take risks as they explore and learn about their world.

Both research and evidence-based practice clearly show the strong connections between social and emotional learning, academic learning, and success in life. In fact, this synergistic development of social and emotional and academic skills promotes and facilitates higher-order thinking. Guiding children’s development so that they integrate thinking, feeling, and behaving requires that we begin early to intentionally model, teach, and reinforce emotional and social skills and positive approaches to play and learning. Participation in this quest is essential from early education and care programs, elementary through secondary schools, families, and communities, with a commitment that each is ready to support the positive growth in all domains of each child.

Genetics, temperament, physical health, and disposition combine with cultural and experiential influences to create unique individuals. Early life experiences, whether positive or negative, affect children’s development. For example, research tells us that negative experiences (e.g., poor physical health, homelessness, divorce, substance abuse, parental mental health issues, etc.) can cause stress, fear, withdrawal, and other responses that interfere with a child’s developing self-concept, trust in others, and desire to learn.

Children in the earliest years of life grow far more quickly than at any other period of human development. In early education children enter programs with a vast diversity in experiences, language, culture, development, and ability creating the widest developmental range of any age group. The experiences that children have are fundamental

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because they dramatically influence their development. The development is best guided by adults who intentionally individualize their interactions with children, and who provide prompting and support based on each child's abilities and understanding in order to help her develop to the fullest. By kindergarten, some children may have mastered or developed a solid foundation in many essential skills, but for a child with little or no preschool experience, relationships with adults and peers are key and provide a context and model for social interaction and learning.

THE GUIDING PRINCIPLES

The Massachusetts Preschool and Kindergarten Learning Standards in Domains of Social-Emotional Development and Approaches to Play and Learning will:

1. Build on the *Massachusetts Foundations for Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, the Kindergarten Learning Experiences, Guidelines on Implementing Social and Emotional Learning Curricula*, and will link with the *Massachusetts Curriculum Frameworks*.
2. Be grounded in research: Collaborative for Academic, Social, and Emotional Learning (CASEL); Head Start; National Association for the Education of Young Children (NAEYC); Council for Exceptional Children, Division of Early Childhood, (DEC); Center on the Social and Emotional Foundations for Early Learning (CSEFEL); Classroom Assessment Scoring System (CLASS); Strengthening Families; and World Class Instructional Design and Assessment (WIDA).
3. Developed with input from across the early education field, and national experts.
4. Support educators, administrators in the mixed delivery system, and families.
5. Emphasize the interrelation with all other areas of child development: cognitive development and general knowledge, language and communication development, and physical development and well-being.
6. Communicate that children's development in social-emotional skills, and their attitudes towards play and learning, are influenced by multiple social and cultural contexts and prior experiences, and impact children's success throughout school.
7. Respect children's diverse learning styles and trajectories.
8. Be compatible with the current assessment tools: Work Sampling System, Teaching Strategies Gold, and High Scope's COR.
9. Focus on the developmental aspects of the standards, and continuous improvement of skills for all individual children, especially those with special needs and dual language learners.

THE STANDARDS

Massachusetts' Vision for Social and Emotional Development

In 2014, in *Building the Foundations of Future Success for Children from Birth Through Grade 3*, the Commonwealth of Massachusetts identified essential competencies across the cognitive, social and emotional, linguistic, and physical domains that should be demonstrated by our youngest citizens from birth through grade 3 in order to ensure that they are on the pathway to future success. Essential competencies in social and emotional development were defined as follows:

“All children from birth through grade 3 will develop and maintain trusting, healthy, and positive interactions and relationships with both adults and peers; develop a positive sense of self and self-efficacy; express a healthy range of emotions in socially and culturally appropriate ways; understand the role of social interactions; and develop the skills needed to regulate attention, impulses, and behavior. Essential experiences provide emotional stability, security, and mental well-being; promote the development of self-regulation and executive functioning skills; increase social awareness; creative positive and enriching opportunities for social exploration, growth, and learning with both peers and adults; and promote the development of collaborative and positive relationships between early educators and families.”

The Social-Emotional Learning Standards present objectives in five areas: Self-Awareness (emotional expression, self-perception, self-efficacy), Self-Management (impulse control and self-management), Social Awareness (empathy, respect for others and for diversity), Relationship Skills (communication, relationship building, conflict management, seeking help), and Responsible Decision Making.

Social and Emotional Learning Standards

Self-Awareness

Standard SEL1: The child will be able to recognize, identify, and express his/her emotions.

Standard SEL2: The child will demonstrate accurate self-perception.

Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).

Self-Management:

Standard SEL4: The child will demonstrate impulse control and stress management.

Social Awareness:

Standard SEL5: The child will display empathetic characteristics.

Standard SEL6: The child will recognize diversity and demonstrate respect for others.

Relationship Skills:

Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.

Standard SEL8: The child will engage socially, and build relationships with other children and with adults.

Standard SEL9: The child will demonstrate the ability to manage conflict.

Standard SEL10: The child will demonstrate the ability to seek help and offer help.

Responsible Decision Making:

Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.

Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.

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Massachusetts' Vision for Approaches to Play and Learning

In *Building the Foundations of Future Success for Children from Birth Through Grade 3* (2014), essential competencies in Approaches to Learning were defined as follows:

“All children from birth through grade 3 will develop curiosity about the world around them and excitement about exploration and learning; increase confidence about their ability to gain knowledge and skills; and build the ability to be proactive, independent, and collaborative learners. Essential experiences provide opportunities for discovery, problem solving, and the acquisition of knowledge through interesting and interactive activities; promote creativity, cooperativeness, and persistence; and support individualized growth, learning, and multiple pathways to success.”

The Standards for Approaches to Play and Learning present objectives in eight areas: Initiative, Curiosity, Persistence and Engagement, Creativity, Cooperation, Problem Solving, Organization Skills, and Memory.

Approaches to Play and Learning Standards

Standard APL1: The child will demonstrate initiative, self-direction, and independence.

Standard APL2: The child will demonstrate eagerness and curiosity as a learner.

Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.

Standard APL4: The child will demonstrate creativity in thinking and use of materials.

Standard APL5: The child will cooperate with others in play and learning.

Standard APL6: The child will seek multiple solutions to a question, task, or problem.

Standard APL7: The child will demonstrate organizational skills.

Standard APL8: The child will be able to retain and recall information.

As Massachusetts continues to develop comprehensive learning standards for all children that address students' total span of education, professionals can ensure that each child has robust learning experiences in all the domains: the Arts, English Language Arts, Comprehensive Health, Mathematics, History and Social Sciences, Science/Technology and Engineering.

Information for professionals around facilitating the essential experiences for children in both Social and Emotional Development and Approaches to Play and Learning will be provided in an accompanying document on Guidance for these Standards.

USING THE STANDARDS DOCUMENT

The Standards are formatted to provide a description of the skill, and information each. The Standards themselves are broad and generic, and are intended to reflect the wide range of development and learning that professionals are likely to encounter in an early childhood classroom (Preschool or Kindergarten). Children will develop and demonstrate various skills and learning competencies along a continuum, depending on their individual experiences within their families and in early childhood programs, as well as on their language, culture, and individual abilities or disabilities.

Following the Standards are sections on “Evidence” that illustrate competencies related to each Standard. The Evidence items show examples of a variety of ways that children may demonstrate competence, and a developmental progression (e.g., a sample of what you might see). They are based on what we know from developmental research that children can typically demonstrate at certain ages. However, it is critical to keep in mind that not all children will reach those levels at the same time or at any specific ages, nor will all children achieve competence on every item illustrated in the Evidence. The Standards and Evidence provide a guide to understanding children’s ability to integrate thinking, feeling, and behaving in order to achieve goals and success.

The Standards may be assessed. The “Evidence” sections provide examples of what you might see when the child has developed the skill in the Standard. Skills or behaviors often overlap, and similar competencies may be found in more than one domain. The Evidence examples are not intended to be used as checklist to measure a child’s achievement or success, but rather to illustrate behaviors that might be observed at the end of Preschool or at the end of Kindergarten. Authentic assessment of these standards is best approached as a continuum of progress that begins in early childhood and develops through life. Development in these areas is a dynamic, ongoing process that each individual experiences in a unique way. See the sample below.

Skill: Identifying and Expressing Emotions

Emotions can facilitate or impede children’s academic engagement, work ethic, commitment and ultimate school success (Elias et al., 1997). Young children who are guided by caring adults to be aware of and acknowledge their own emotions as real and valid with appropriate/acceptable ways to express these feelings, begin to develop a secure sense of self. The display of emotions, and therefore the understanding of others’ emotions is a gateway to forming relationships with others. This awareness and expression is strongly associated with cultural norms. The domain of self-awareness links closely with self-management and with social awareness.

commitment and ultimate school success (Enlas et al., 1997). Young children who are guided by caring adults to be aware of and acknowledge their own emotions as real and valid with appropriate/acceptable ways to express these feelings, begin to develop a secure sense of self. The display of emotions, and therefore the understanding of others' emotions is a gateway to forming relationships with others. This awareness and expression is strongly associated with cultural norms. The domain of self-awareness links closely with self-management and with social awareness.

Description of the skill				
Standard	Standard SEL1: The child will be able to recognize, identify, and express his/her emotions.			
	Evidence			
Preschool Column	By the end of Preschool, a child may...	By the end of Kindergarten, a child may...	Kindergarten Column	
Preschool Evidences*	SEL(Emotions)P1a. recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures.	SEL(Emotions)K1a. label basic emotions and recognize terms related to complex emotions, and associate them with facial expressions, body language, and behaviors (e.g., pride, embarrassment, frustration, nervousness, loneliness).	Kindergarten Evidences*	
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.				

*The Standards will be assessed; the Evidence is provided to illustrate how a child may demonstrate his/her competency of the Standard.

SOCIAL AND EMOTIONAL LEARNING STANDARDS

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated sets of cognitive, affective, and behavior competencies for Social and Emotional Learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Recognizing the overlapping nature of developmental and the resulting standards, it is challenging to neatly sort the competencies into specific categories. All areas are interrelated, as are the skills within and across each area. As illustrated in the graphic below, the skills related to self-awareness and self-management, as well as social awareness and relationship skills, all contribute to responsible decision making.

Social and Emotional Learning



Social and Emotional Learning Standards

Self-Awareness

Standard SEL1: The child will be able to recognize, identify, and express his/her emotions.

Standard SEL2: The child will demonstrate accurate self-perception.

Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).

Self-Management:

Standard SEL4: The child will demonstrate impulse control and stress management.

Social Awareness:

Standard SEL5: The child will display empathetic characteristics.

Standard SEL6: The child will recognize diversity and demonstrate respect for others.

Relationship Skills:

Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.

Standard SEL8: The child will engage socially, and build relationships with other children and with adults.

Standard SEL9: The child will demonstrate the ability to manage conflict.

Standard SEL10: The child will demonstrate the ability to seek help and offer help.

Responsible Decision Making:

Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.

Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.

SELF-AWARENESS

CASEL defines self-awareness as the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and developing a sense of self and optimism. Self-awareness and the ability to understand and label emotions are foundational to healthy interactions and relationships with others, and therefore critical to school success and to a satisfying and successful life. The standards in this section refer to children's awareness and expression of their own feelings, preferences, and needs.

Skill: Identifying and Expressing Emotions

Emotions can facilitate or impede children's academic engagement, work ethic, commitment and ultimate school success (Elias et al., 1997). Young children who are guided by caring adults to be aware of and acknowledge their own emotions as real and valid with appropriate/acceptable ways to express these feelings, begin to develop a secure sense of self. The display of emotions, and therefore the understanding of others' emotions is a gateway to forming relationships with others. This awareness and expression is strongly associated with cultural norms. The domain of self-awareness links closely with self-management and with social awareness.

Standard SEL1:

The child will be able to recognize, identify, and express his/her emotions

Evidence

By the end of Preschool, a child may...

SEL(Emotions)P1a. recognize and label basic (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures.

SEL(Emotions)P1b. begin to develop a rich vocabulary related to emotions/feelings.

SEL(Emotions)P1c. express a range of emotions appropriately through gestures, actions, drawing, or language, with modeling and support.

SEL(Emotions)P1d. demonstrate beginning understanding of connection between feelings and behaviors (e.g., "If..., then...").

By the end of Kindergarten, a child may...

SEL(Emotions)K1a. label basic emotions and terms related to complex emotions, and associate them with facial expressions, body language, and (e.g., pride, embarrassment, frustration, nervousness, loneliness).

SEL(Emotions)K1b. use richer and more specific vocabulary related to the nuances of emotions (e.g., happy=ecstatic, glad, joyful, elated, delighted, pleased, etc.).

SEL(Emotions)K1c. express and share own feelings in a variety of ways (e.g., through speaking, writing, drawing, dramatization).

SEL(Emotions)K1d. with support, describe reasons for own feelings and situations that cause them (stimuli/provocations).

Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.

SELF AWARENESS, continued

Skill: Accurate Self-Perception

Self-perception/self-concept can be defined as recognition of the attributes, abilities, attitudes, and values that children believe define them. It includes the awareness that these factors make them unique, and that these factors also make them part of groups of others who share them. In both views, they define their worth both as an individual, and as a member of something bigger than themselves.

Students' beliefs about themselves are largely self-constructed; their self-assessments may or may not be accurate. When students assess themselves fairly accurately, they are in a good position to choose age-appropriate activities and work toward realistic goals (Ormrod, 2008). It's important for children to be fundamentally satisfied with the person they are, but also to have an honest, accurate appraisal of their strengths and limitations. This will encourage them to work hard to improve in areas where they are less able. It will also help them respect the abilities of those who excel in areas where they themselves do not. (Harter, 1993).

Children's self concept, whether positive or negative, can greatly impact their motivation to learn, as well as their engagement in social interactions, satisfaction with efforts, willingness to take on challenges, etc. Culture, environment, and experience influence self-perception. Understanding and respect of these elements is essential to fostering healthy development.

Standard SEL2: The child will demonstrate accurate self-perception.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Self-perception)P2a. identify some personal characteristics such as physical features, abilities, preferences, interests, gender (e.g., "I am/I can...").	SEL(Self-perception)K2a. describe multiple personal characteristics realistically (e.g., physical characteristics, abilities/skills, interests, preferences).
SEL(Self-perception)P2b. know some important information about self (e.g., first and last name, parents'/guardians' names).	SEL(Self-perception)K2b. share information about self with others, and recognize when sharing information is not appropriate (e.g., recognize family or cultural norms about sharing information).
SEL(Self-perception)P2c. show recognition of self as a unique individual (i.e., some things that distinguish him/her from others).	SEL(Self-perception)K2c. compare/differentiate own physical characteristics, preferences, thoughts, and feelings from those of others (e.g., "I have brown eyes, she has blue eyes;" "I like X; he likes Y").
SEL(Self-perception)P2d. identify personal and family structures (show awareness of themselves as belonging to one or more groups).	SEL(Self-perception)K2d. demonstrate awareness and appreciation of self as part of a family, culture/ethnicity, language, community, or group.
SEL(Self-perception)P2e. demonstrate or express personal preferences and explain the reason for the choice.	SEL(Self-perception)K2e. explain the rationale for one preference/choice over another (e.g., "I need to do more work on my project in the art center;" "I like milk better than juice.")
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

SELF AWARENESS, continued

Skill: Self-Efficacy (confidence/competence)

Self-efficacy is the belief that one can achieve a task by using one's own capabilities. "Children who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges." (Aronson, 2002). Confident children feel positive about their ability to do things or to adapt to changing situations. They are willing to take a reasonable risk, express or defend ideas, try new experiences, or engage in challenging tasks. "A strong sense of efficacy enhances human accomplishment and well-being in countless ways. Confident individuals approach difficult tasks as challenges to be mastered rather than as threats to be avoided" (Pajares & Schunk, 2001). Confidence (self confidence) is related to a person's belief and feelings about their self worth. Self-worth is not a constant, developing over time, and is influenced by environment, external feedback, challenges, social context, cultural and other factors. Between groups there is a great variety in values of the individual vs. the collective group.

Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Confidence)P3a. show confidence in own ability to accomplish tasks and satisfaction in completion.	SEL(Confidence)K3a. display confidence in personal competencies, and satisfaction with results of own work (e.g., make positive statements about self).
SEL(Confidence)P3b. show pleasure in mastery of skills or tasks	SEL(Confidence)K3b. appropriately share successful mastery of skills or tasks with others.
SEL(Confidence)P3c. attempt to use skills for daily living with confidence and competence.	SEL(Confidence)K3c. independently do things on their own.
SEL(Confidence)P3d. demonstrate reasonable confidence and/or caution in approaching new experiences.	SEL(Confidence)K3d. demonstrate confidence in own abilities as well as realistic perception of limitations (e.g., challenges or areas in which he/she might need assistance).
SEL(Confidence)P3e. speak out for, or take appropriate action to defend self or meet own needs/rights.	SEL(Confidence)K3e. express independent thoughts, defend ideas, and take appropriate action to defend own rights.
SEL(Confidence)P3f. demonstrate willingness to take some risks (e.g., taste unfamiliar foods, try a new activity, use unfamiliar materials or equipment).	SEL(Confidence)K3f. demonstrate willingness to take reasonable risks (e.g., participate in an unfamiliar activity, try a new skill, attempt a challenging experience again).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

SELF-MANAGEMENT

CASEL defines self-management as the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. These are long-term life goals.

Skill: Impulse Control and Stress Management

“Children’s ability to label and manage different emotions provides them with powerful social tools: Using words, children can ‘talk through’ rather than act out their negative feelings” (Raver, 2002). The ability to control/manage one’s impulses and behaviors impacts relationships as well as attentiveness and academic performance. In order to function well in school and in life, children need to develop the ability to pause and think before they speak and act, and to stop themselves from acting impulsively. This skill also involves adaptability/flexibility and the ability to curtail a behavior or engage in a particular behavior on demand. The beginnings of adaptability occur early in life through social settings/experiences and can gradually be refined and applied to other areas.

Standard SEL4: The child will demonstrate impulse control and stress management.

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Self-management)P4a. with support, use strategies to manage intense or difficult feelings (e.g., pounding clay, taking a deep breath, drawing a picture).	SEL(Self-management)K4a. independently use coping strategies to manage intense or difficult feelings or decrease levels of distress (e.g., separating self, counting to ten, etc.).
SEL(Self-management)P4b. with support, begin to regulate impulses (e.g., communicate wants/needs; wait for something he/she wants).	SEL(Self-management)K4b. manage, regulate, and communicate wants/needs (e.g., use strategies to help delay gratification, such as choosing an alternative).
SEL(Self-management)P4c. identify challenging situations and use positive skills to deal with them (e.g., recognize that everyone makes mistakes).	SEL(Self-management)K4c. analyze challenging situations and identify healthy ways to address them (e.g., strategies for handling mistakes such as erasing, correcting, starting over, etc.).
SEL(Self-management)P4d. adjust/modulate behaviors appropriately in familiar settings with some reminders (e.g., indoor/outdoor).	SEL(Self-management)K4d. adjust/modulate behaviors (voice level, body movement, etc.) appropriate to various settings with minimal support (e.g., library, hallways, auditorium, bus, cafeteria, etc.).
SEL(Self-management)P4e. adapt/transition from one environment or activity to another with support (e.g., home to school; playground to classroom; familiar to unfamiliar settings, etc.).	SEL(Self-management)K4e. independently adapt/transition among environments or activities with minimal support (e.g., re-entering classroom after out-of-class activities; moving from one activity to another).
SEL(Self-management)P4f. make changes in thinking or actions. (e.g., implement suggestions from adult or peer, substitute materials, etc.).	SEL(Self-management)K4f. demonstrate flexibility in thinking or actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

SOCIAL AWARENESS

CASEL defines social awareness as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. In this competency cluster, children develop the ability to take information and understanding they are gaining about themselves, and turn outward and apply it to others as they observe behavior, attitudes, the display of emotions, and engagement in relationships and activities. Cultural, familial, and experiential information influence this area of development.

Skill: Empathy

Empathy is the experience of understanding another person's emotions or situations from their perspective. This ability is rooted in an understanding of other people's mental states (their thoughts, feelings, desires, motivations, intentions). It requires the application of self-awareness to the understanding of others, because if children cannot identify and label their own feelings, then recognizing, naming, and understanding others' emotions is out of reach. Social awareness is essential to social competence and to the development of a sense of fairness; it is a foundation for conflict resolution. "A strong sense of empathy allows children to make decisions that are right for them without hurting others or seeking approval or acceptance. This may strengthen them against negative peer pressure and a range of maladaptive behaviors such as substance abuse, bullying, narcissism, aggression or violence against others." (Sack, D., 2015).

Standard SEL5: The child will display empathetic characteristics.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Empathy)P5a. begin to recognize that different people may have different emotional reactions.	SEL(Empathy)K5a. distinguish others' feeling and begin to speculate on why they might be different from his or her own.
SEL(Empathy)P5b. demonstrate awareness of others' expressions of feelings (both verbal and non-verbal).	SEL(Empathy)K5b. recognize, label, and connect with others' expression of feelings (e.g., explain reasons/causes).
SEL(Empathy)P5c. respond to another's emotions and needs (e.g., give comfort; report to an adult).	SEL(Empathy)K5c. respond to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object or turn for another).
SEL(Empathy)P5d. with support (e.g., what will happen if...?), begin to anticipate others' feelings and responses.	SEL(Empathy)K5d. predict others' feelings, responses, and behavior, and make decisions accordingly.
SEL(Empathy)P5e. show kindness or regard for other people or for other living things much of the time.	SEL(Empathy)K5e. show kindness or regard for others or for other living things most of the time.

Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.

SOCIAL AWARENESS, continued

Skill: Respect for Others

Respect means seeing and honoring the value in others. Showing respect means acting in a way that demonstrates care about others' feelings and well-being through courtesy, consideration, and appreciation. Its foundation is in identifying and appreciating one's own strengths and vulnerabilities (Galinsky, 2010) and applying that understanding to other people. As children gradually begin to understand themselves in a broader context, they begin to recognize and respect differences such as race, culture, language, differing abilities, and family structures. Embracing differences and recognizing commonalities contributes to empathy, reduces bias, and greatly lessens the likelihood of bullying behaviors. Children gain knowledge of social conventions in various contexts through adult and peer modeling.

Standard SEL6: The child will recognize diversity and demonstrate respect for others.

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Respect)P6a. demonstrate awareness of commonalities and differences among people (e.g., gender, race, ability/disability, language, family structure).	SEL(Respect)K6a. acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.).
SEL(Respect)P6b. demonstrate interest in or curiosity about others' families, languages, and cultures.	SEL(Respect)K6b. communicate differences in families, languages, and cultures, in positive ways.
SEL(Respect)P6c. begin to understand that different people have different abilities.	SEL(Respect)K6c. identify and appreciate the abilities, skills, and qualities of others.
SEL(Respect)P6d. begin to understand that different people may have different ideas, desires, and perspectives.	SEL(Respect)K6d. accept the validity of others' perspectives, ideas, and motivations (i.e., they are not "wrong," just different).
SEL(Respect)P6e. with some support, show respect for others by using social conventions (e.g., saying "please/thank you"; listening when others speak).	SEL(Respect)K6e. show respect for others by using social conventions (e.g., raising hand to speak, taking turns, respecting authority).
SEL(Respect)P6f. with support, balance own needs with others' needs (e.g., sharing materials, asking for a turn).	SEL(Respect)K6f. independently balance own needs with needs of others (e.g., sharing, dividing materials, giving up an object, moving to make space for another).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

RELATIONSHIP SKILLS

Relationship skills are defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Skill: Communication

Interpersonal communication is essential to developing and maintaining relationships. Communication enables children to share commonalities and connect with others in a meaningful way. In this context, communication goes beyond speech and oral language, and extends to the recognition, sharing, and understanding of thoughts, ideas, and feelings. Children may communicate/share their personal thoughts, feelings, and needs with other children or adults in a variety of non-verbal ways (e.g., facial expression, body language, communication boards, drawings, movement, etc.). This is especially true for children with disabilities and/or those who are dual language learners (WIDA, 2007). Communication is greatly influenced by cultural experiences (e.g., who speaks to whom and about what topics; style of storytelling, and even the meaningfulness of questions).

Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Communication)P7a. engage in meaningful communication or conversations with other children throughout the day (including home language or alternative communication systems as needed).	SEL(Communication)K7a. initiate and engage in multiple and reciprocal communications or conversations with other children throughout the day (including home language or alternative communication systems as needed).
SEL(Communication)P7b. engage in meaningful communication or conversations with adults in the classroom (including home language or alternative communication systems as needed).	SEL(Communication)K7b. initiate and engage in substantive/focused communication or conversations with adults in the classroom (including home language or alternative communication systems as needed).
SEL(Communication)P7c. with support, listen or demonstrate attention when others talk (or communicate in non-verbal ways that have been taught, such as gestures, sign language).	SEL(Communication)K7c. listen or demonstrate attention and respond when peers or adults talk (or communicate in non-verbal ways such as sign language, gestures, body language).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

RELATIONSHIP SKILLS, continued

Skill: Social Engagement and Relationship Building

The formation of social relationships is influenced by children’s culture, family and experiences and begins in infancy with attachment. Attachment is the capacity to form and maintain healthy emotional bonds with another person. Healthy attachments allow a child to love, to become a good friend, and to have a positive model for future relationships (Perry, 2002). Children who demonstrate attachment are able to engage in positive social interactions, use their knowledge of self to understand and form bonds with others, and have also been found to show more enthusiastic attitudes toward learning. Strong teacher/child relationships have been shown to support academic success. Both peer and adult relationships support positive self-image and feelings of confidence. It is important to honor children’s differing experiences, family styles and cultural expectations in order to build to their capacity to fully participate in educational opportunities and in society.

Standard SEL8: The child will engage socially, and build relationships with other children and with adults.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Relationships)P8a. engage in interactions with other children much of the time.	SEL(Relationships)K8a. initiate, expand, and maintain interactions with other children most of the time (e.g., invent/set up activities).
SEL(Relationships)P8b. develop one or more special, nurturing friendships (e.g., seek out one or more particular children).	SEL(Relationships)K8b. form and maintain increasingly closer and more nurturing friendships (e.g., show loyalty, demonstrate concern for needs/wants of particular children).
SEL(Relationships)P8c. demonstrate trusting, caring relationships with one or more adults in the early education and care setting.	SEL(Relationships)K8c. demonstrate trusting, caring relationships with more than one adult in the kindergarten setting.
SEL(Relationships)P8d. use play with others to explore and practice social roles and relationships (e.g., assume various roles in dramatic play).	SEL(Relationships)K8d. use play with others to practice and extend understanding of social roles and relationships (e.g., create and enact more complex dramatizations using dialogue and/or props).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

RELATIONSHIP SKILLS, continued

Skill: Conflict Management

Conflict occurs when a person or group has needs, desires, opinions, or goals that interfere with those of another person or group. Conflict management requires the ability to analyze social situations, identify problems, set prosocial goals, and determine effective ways to solve differences. Conflict management abilities begin with the acquisition of basic self and social skills, especially listening and perspective-taking. The opportunity to observe, engage in, and practice these skills is often presented for the first time when children enter social groups. Skills expand with support and with multiple and varied opportunities to identify and resolve simple social problems using reasoning, judgment, critical thinking, and communication (CSEFEL, 2014). Negotiation is one way children learn to manage conflict, and is evident when they begin to use various means of communication to meet their needs or resolve conflicts. Development of this skill requires self-awareness, perspective-taking, empathy, and respect (e.g., “What do I need/want? What does the other person need/want? How can both our needs be met?”). Positive negotiation processes include shared interest in the issue and working towards a “win-win.”

Standard SEL9: The child will demonstrate the ability to manage conflict.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Conflict management)P9a. recognize the existence of a social conflict (e.g., acknowledge/identify a conflict).	SEL(Conflict management)K9a. recognize and act on conflict situations in a positive manner most of the time (e.g., explain situation with objectivity; listen to others’ perspectives or solutions).
SEL(Conflict management)P9b. use beginning negotiation skills (e.g., state own position/perspective with rationale).	SEL(Conflict management)K9b. be able to listen to and acknowledge another’s perspective and rationale (e.g., explain/restate understanding of another person’s perspective).
SEL(Conflict management)P9c. seek advice or assistance from peers and/or adults to resolve conflict, when appropriate (e.g., listen to guidance; talk through conflict; develop solutions).	SEL(Conflict management)K9c. distinguish when it is appropriate to seek adult help and when conflict can be managed by peers.
SEL(Conflict management)P9d. with modeling and support, negotiate with others to meet own needs and goals; recognizing compromise as a part of the solution (e.g., if you ____, I will __; trades, etc.).	SEL(Conflict management)K9d. be able to initiate and engage in compromise or bargaining strategies to seek a middle ground or a mutually satisfactory outcome (e.g., use if/then statements, concessions, etc.).
SEL(Conflict management)P9e. with support, consider prevention strategies for interpersonal conflicts.	SEL(Conflict management)K9e. identify some strategies for preventing interpersonal conflicts.

Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.

RELATIONSHIP SKILLS, continued

Skill: Seeking Help and Offering Help

Seeking help is the ability to get your own needs met, requiring self-awareness and reaching out for support. “Help-seeking is actually part of the process of self-regulation. During help-seeking behavior, students are engaged in metacognitive processes. To make a bid for help, students need to cognitively appraise the task difficulty as well as their present level of competence... To get help successfully, a student has to understand that he or she has a problem, decide whether and whom to ask for help, do so clearly, and process the help that's given... some students ask for help before they even start thinking about a problem, while others avoid seeking help even after struggling fruitlessly on their own...” (Sungok, Kiefer & Want, 2013).

Both seeking and offering help can contribute to the development of relationships, self-confidence, communication skills and mutual satisfaction. Asking for help promotes independence. Offering help contributes to self-efficacy. Children need to communicate to get materials, activities, attention, or assistance from others. Having the capabilities to do that supports children positive choices. Offering help requires sensitivity to others’ needs and reaching out to *give* support. Both skills help children understand the use of adults, peers, and materials as resources (CEFEL, 2005).

Standard SEL10: The child will demonstrate the ability to seek help and offer help.

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Seeking help)P10a. recognize when assistance is needed (e.g., when frustration level is reached).	SEL(Seeking help)K10a. often attempt reasonably challenging tasks independently before requesting assistance.
SEL(Seeking help)P10b. identify external supports (e.g., a trusted adult; how/where to get help and support).	SEL(Seeking help)K10b. describe and use appropriate strategies for seeking assistance (e.g., big problem vs. small problem).
SEL(Seeking help)P10c. ask for help from adults and identify support needed.	SEL(Seeking help)K10c. ask for assistance from adults in socially acceptable ways.
SEL(Seeking help)P10d. ask for help from peers.	SEL(Seeking help)K10d. ask for assistance peers in socially acceptable ways.
SEL(Seeking help)P10e. recognize when another needs help.	SEL(Seeking help)K10e. recognize when another needs help and offer assistance.
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

RESPONSIBLE DECISION MAKING

CASEL defines Responsible Decision Making as “the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences, and the well-being of self and others.” According to the Massachusetts Department of Elementary and Secondary Education, “Responsible decision making includes problem identification and situation analysis; problem solving; evaluation and reflection, and personal, social, and ethical responsibility” (*Guidelines on Implementing SEL Curricula, 2011*). These definitions represent long-term life goals that are gradually developed with education and support, but the foundations begin in early childhood.

Skill: Personal, Social, and Ethical Responsibility

Children often think of themselves before others, and self-interest tends to be the first motivator of their behavior. This is very normal; they must be given opportunities to see the value of thinking of group to demonstrate personal, social and ethical behavior. Children can also be socially aware, connected, and concerned about others. With increased experience in being part of a group or community, and with the guidance of responsible adults, children develop the ability to view the impact of individual decisions on a larger social sphere, and consider the well-being of the group, school, or community.

As part of their evolving social behavior, children learn to distinguish between right and wrong, and they learn to use refusal skills and to resist negative influences. For preschool and kindergarten children, such decisions mostly relate to following classroom rules, resisting peer pressure, and controlling aggression or disruptive behavior. As this capacity grows, children are more able to anticipate outcomes, consider the welfare of others, and spontaneously use strategies that either decrease the likelihood of conflict or negative results, or that produce benefits to others.

Opportunities to feel responsible, trusted, and helpful provide children with opportunities to demonstrate self-efficacy, as well as the beginning foundations of being good citizens of their community (e.g., doing one’s fair share, helping each other and the environment, and working together for a common goal). Over time, mastering social and emotional competencies results in a shift from being predominantly controlled by external factors to acting in accord with internalized beliefs and values, caring and concern for others, making good decisions, and taking responsibility for one’s choices and behaviors (Bear & Watkins, 2006).

Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Responsibility)P11a. demonstrate beginning understanding of reasons for rules (benefits to self and others).	SEL(Responsibility)K11a. communicate reasons for rules (benefits to self and others).
SEL(Responsibility)P11b. understand and follow rules, limits, and expectations with prompting/assistance.	SEL(Responsibility)K11b. understand and follow rules, limits, and expectations with minimal prompting/assistance.

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Skill: Personal, Social, and Ethical Responsibility, continued

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Responsibility)P11c. show willingness to take on responsibilities (e.g., helper or leader role).	SEL(Responsibility)K11c. take on responsibilities and follow through on them (e.g., volunteer for and carry out tasks).
SEL(Responsibility)P11d. accept beginning responsibilities toward the well-being/comfort of others and the group (e.g., taking care of a pet,	SEL(Responsibility)K11d. identify personal opportunities and take responsibility for the well-being/comfort of others and the group (e.g., making a
SEL(Responsibility)P11e. understand what a problem is (e.g., define/describe examples of a social/ethical problem).	SEL(Responsibility)K11e. identify and communicate a social/ethical problem (e.g., describe and report a problem).
SEL(Responsibility)P11f. with support, discuss and identify possible solutions for a social/ethical problem.	SEL(Responsibility)K11f. with support, discuss and identify possible causes and solutions for a social/ethical problem.
SEL(Responsibility)P11g. recognize situations that are safe vs. dangerous (e.g., appropriate vs. inappropriate touch).	SEL(Responsibility)K11g. recognize situations as safe vs. dangerous and know what action to take (e.g., stranger danger, safety, etc.).
SEL(Responsibility)P11h. recognize negative peer pressure (e.g., when peer suggestions are in conflict with rules or appropriateness).	SEL(Responsibility)K11h. resist negative peer pressure (e.g., refuse to participate in peer actions that are in conflict with rules or appropriateness).
SEL(Responsibility)P11i. recognize teasing/bullying and seek support from an adult.	SEL(Responsibility)K11i. take steps to stop teasing/bullying and/or deal with it effectively (e.g., speaking up; seeking support from an adult).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

RESPONSIBLE DECISION MAKING, continued

Skill: Reflection and Evaluation

Reflection, which requires *remembering with analysis* – engages children in thinking about what they have learned, the processes used, what was interesting, and what might be done as a next step. Reflection transforms a simple exercise of memory into a thoughtful procedure that explores means-ends connections. Planning and reflection thus involve decision making and problem solving. Reflection consolidates knowledge so it can be generalized to other situations, thereby leading to further prediction and evaluation. Young children can begin to examine what has worked and what has not and to think about the reasoning. These self reflections and evaluations contribute to self-awareness and understanding the consequences of behaviors, and helps children to extend knowledge (Epstein, 2003).

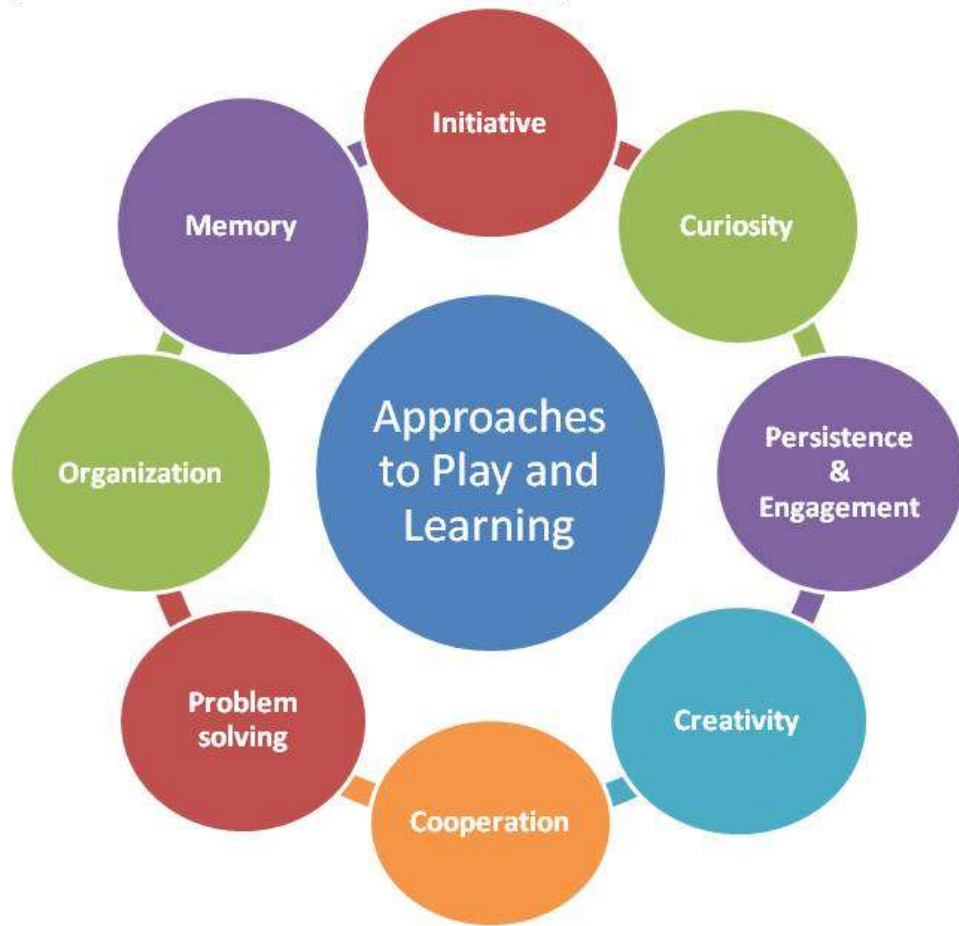
Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his/her actions and decisions.

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Reflection)P12a. begin to make connections between actions and consequences (i.e., describe how his/her actions or behaviors affected others).	SEL(Reflection)K12a. predict or analyze the consequences of actions and behaviors (e.g., possible alternatives; what could happen or what might have happened if...).
SEL(Reflection)P12b. begin to recognize appropriate vs. inappropriate decisions/solutions (e.g., wise vs. unwise and why).	SEL(Reflection)K12b. reflect on how he/she handled a situation and identify behavior choices as appropriate or inappropriate (wise vs. unwise).
SEL(Reflection)P12c. reflect on own behavior, thinking and actions (what worked or didn't work?).	SEL(Reflection)K12c. reflect on own behavior, thinking and action; be able to generate other possible options to try (what else might have worked?).
SEL(Reflection)P12d. begin to evaluate the impact of personal choices/decisions (e.g., on personal safety, relationships, group interactions).	SEL(Reflection)K12d. reflect on outcomes of decisions and evaluate the effectiveness of solutions (e.g., if/how the solution resolved the problem from more than one perspective).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

APPROACHES TO PLAY AND LEARNING

Approaches to Play and Learning are considered important factors in school readiness, including the ability to tackle and persist at challenging or frustrating tasks, follow directions, take risks and make mistakes, and work as part of a group (Head Start, 2010). Children's approaches to play and learning are powerful predictors of their later success in school (The Child Mental Health Foundations and Agencies Network [FAN] 2000). Children's approaches to learning contribute to their success in school and interact with their development and learning in all other Domains. These approaches help children develop resiliency, are needed for higher order thinking,. Ultimately individuals with these skills are productive workers and better citizens.

Approaches to Play and Learning



Approaches to Play and Learning Standards

Standard APL1: The child will demonstrate initiative, self-direction, and independence.

Standard APL2: The child will demonstrate eagerness and curiosity as a learner.

Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.

Standard APL4: The child will demonstrate creativity in thinking and use of materials.

Standard APL5: The child will cooperate with others in play and learning.

Standard APL6: The child will seek multiple solutions to a question, task, or problem.

Standard APL7: The child will demonstrate organizational skills.

Standard APL8: The child will be able to retain and recall information.

Initiative

Initiative refers to children’s ability to exhibit a spirit of independence and a sense of control over their choices. It also reflects children’s willingness to pursue social relationships and to demonstrate a growing sense of self-sufficiency and confidence while interacting with others. During the early years of life, children’s initiative and curiosity lead them to explore and experiment in ways that literally contribute to brain development (NCQTL, 2014).

In 1963, Erikson described the primary struggle of the preschool years as initiative versus guilt. Shyness, culture, or prior experiences may inhibit initiative, but need not be a barrier to success. As young children begin to make intentional choices/decisions with a specific goal or purpose in mind (e.g., what they will do, with whom, and under what conditions; what materials they will use), they are developing initiative. Other skills associated with initiative include planning, predicting, and anticipating.

Standard APL 1: The child will demonstrate initiative, self-direction, and independence.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Initiative) P1a. spontaneously pursue own interests in play and learning.	APL(Initiative) K1a. consider diverse personal interests and goals, and select among them.
APL(Initiative) P1b. demonstrate eagerness to learn about a range of topics, ideas, and tasks.	APL(Initiative) K1b. demonstrate eagerness to learn about and participate in a variety of topics, ideas, and tasks, and explore these interests in depth.
APL(Initiative) P1c. demonstrate willingness to try new or challenging experiences.	APL(Initiative) K1c. independently seek new experiences and attempt increasingly complex challenges (physically, cognitively, or socially).
APL(Initiative) P1d. begin to plan, set goals, and make decisions, with assistance (e.g., describe what he/she intends to do in an activity area, with whom, and under what circumstances).	APL(Initiative) K1d. engage in planning, goal-setting, and decisions with some assistance (e.g., decide with whom to work and play, and under what circumstances; describe steps to reaching goals, and processes/materials to be used).
APL(Initiative) P1e. with support, use a variety of resources to explore materials and ideas.	APL(Initiative) K1e. independently use a variety of resources to find answers to questions, to solve problems, or to create.
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

Curiosity

Curiosity relates to children’s natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through raising questions and discovering their own answers that children construct knowledge. Curiosity also implies “inquisitiveness,” or going beyond what is known often with a questioning spirit/intent, hence--exploration. Curiosity leads to higher levels of intellectual engagement resulting in more knowledge acquired over time, especially in education (Chamorro-Premuzic, 2014).

Standard APL 2: The child will demonstrate eagerness and curiosity as a learner.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Curiosity)P2a. with support and modeling, ask “what” and “how” questions to gain information about familiar and unfamiliar events and phenomena.	APL(Curiosity)K2a. ask “why” questions about unknown future events and phenomena, as well as about the here and now (e.g., how, what if).
APL(Curiosity)P2b. try new sensory and other experiences (e.g., explore, examine, and experiment with materials, constructions, nature).	APL(Curiosity)K2b. try a wide range of new experiences (e.g., materials, tasks, academic or physical skills), both independently and with peers or adults.
APL(Curiosity)P2c. with support, seek information from a variety of sources, such as books, experts, observations.	APL(Curiosity)K2c. with support, seek information from a variety of sources, such as books, Internet, experts, observations.
APL(Curiosity)P2d. use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation.	APL(Curiosity)K2d. describe or demonstrate how he/she likes to learn best (e.g., observing, imitating, asking questions, hands-on investigation).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

Engagement/Persistence

Engagement refers to attentiveness, or the ability to focus on an activity with deliberate concentration. Persistence refers to the capacity of children to remain involved in what they are doing and to meet challenges appropriate to their level of development (staying longer in a center and engaging in an activity with increasing regularity). Persistence also includes re-trying tasks to achieve success, or to reach a higher level of challenge or satisfaction; it means not giving up despite setbacks. Children's active and sustained engagement in classroom activities is linked with gains in their emotion management (Williford, Vick-Whittaker, Vitiello & Downer, 2013). In addition, Rimm-Kaufman, La Paro, Downer & Pianta (2006) found that academic success in kindergarten classrooms could be predicted from children's active engagement in classroom activities.

Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Engagement) P3a. with support, maintain concentration on a task or activity for short periods of time, until completed.	APL(Engagement) K3a. independently maintain focus on a project for a sustained period of time, until completed.
APL(Engagement) P3b. with support, resist distraction and maintain attention to a task or activity (e.g., stories read aloud, demonstrations, different activities occurring simultaneously).	APL(Engagement) K3b. resist distraction and maintain attention to a task or activity (e.g., teacher instruction, multiple activities occurring simultaneously) with minimal support.
APL(Engagement) P3c. with support, continue with or return to activities after distractions or interruptions.	APL(Engagement) K3c. continue with or return to activities despite distractions or interruptions.
APL(Engagement) P3d. maintain focus on a topic during a conversation or discussions.	APL(Engagement) K3d. contribute to discussions, holding in mind both the topic of discussion and the contributions of others.
APL(Engagement) P3e. with support, cope with some frustration or disappointment.	APL(Engagement) K3e. independently persist in spite of frustration or disappointment.
APL(Engagement) P3f. work with purpose, determination, and enjoyment on self-chosen tasks.	APL(Engagement) K3f. work to complete projects to own satisfaction based on personal standards of quality or completion ("good enough" or "finished").

Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.

Creativity

Creativity is how children show originality or imagination. While often associated with the expressive arts, it also applies to multiple areas (creative writing, problem solving in STEM and social situations). Creativity/inventiveness involves willingness to cope with new situations and problems, as well as being able to explore new ideas, and see things from a different perspective. Creative children extend and elaborate on ideas and appreciate humor within their own cultural context.

Creative experiences can help children express and cope with their feelings. A child's creative activity can help teachers to learn more about what the child may be thinking or feeling. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas, and new ways of thinking and problem-solving. (PBS kids, 2014)

Standard APL4: The child will demonstrate creativity in thinking and use of materials.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Creativity)P4a. use materials, tools, information, and experiences in new and different ways.	APL(Creativity)K4a. use materials, tools, information, and experiences to express ideas or convey meaning in new and different ways.
APL(Creativity)P4b. begin to recognize the difference between pretend/fantasy situations and reality with adult support (e.g., what could/could not happen in real life?).	APL(Creativity)K4b. describe or represent the difference between fantasy situations and reality.
APL(Creativity)P4c. begin to understand and use humor to gain attention (e.g., words, actions).	APL(Creativity)K4c. use humor to play with concepts/language or to engage or entertain others as culturally appropriate (e.g., jokes, riddles, songs, rhymes).
APL(Creativity)P4d. use imagination to express an idea or concept.	APL(Creativity)K4d. use imagination and other materials to produce new ideas.
APL(Creativity)P4e. express ideas through art, music, movement, drama.	APL(Creativity)K4e. combine materials and equipment to express ideas through various creative arts.
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

Cooperative Play and Learning

Cooperation begins to appear as children develop their abilities for reciprocity, taking turns, and sharing. They continue to build cooperative skills as they engage in positive relationships, friendships, and collaborative projects. Cooperative learning connects with and supports social skills such as listening to and respecting the perspective of others, leadership, conflict resolution, and helping one another.

Interacting with others with different points of view helps to develop higher-order thinking skills, as children challenge each other's assumptions and bring different information to the process, taking them to a higher level than they might have reached by themselves. Children typically do not learn alone, but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families (Elias et al., 1997). Through play, children try out new skills, explore their imagination and creativity, and develop relationships with other people in their lives (Child Action, Inc. 2014).

Play

Play: there are many types of play – engagement in activities for enjoyment or fun.

- *Solitary play* – when children participate in an independent activity; showing no interest in joining in or interacting with the play of others
- *Parallel play* – an activity in which children play with toys like those the children around them are using, but each child is absorbed in his/her own activity, playing beside rather than with one another.
- *Pretend play* – using an object to represent something else while giving it action and motion; actively experimenting with the social and emotional roles of life; can build skills in many developmental areas.
- *Cooperative play* – any organized recreation among a group of children in which activities are planned for the purpose of achieving some goal.

The focus in this should be on shared play as a means of developing cooperation and diverse social skills; much of the content below is less about an outcome than it is about classifying different types of play as a strategy. As children gradually learn how to play and work together with a common interest or for a common goal, they share ideas, skills, knowledge, experience, and discoveries, and begin to recognize the benefits in working together.

Standard APL5: The child will cooperate with others in play and learning.

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Cooperation)P5a. suggest and listen to ideas for play with others (e.g., block play, puppets, games).	APL(Cooperation)K5a. suggest and listen to ideas for play with others (e.g., board games, playground games, role play).
APL(Cooperation)P5b. plan and negotiate play with another child (e.g., roles/ responsibilities each child will assume).	APL(Cooperation)K5b. collaborate and negotiate play with two or more children (e.g., who will go first, roles each participant will play, assuming various responsibilities).

Cooperative Play and Learning, continued

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Cooperation)P5c. begin to use cooperative strategies in play with others (e.g., sharing materials, taking turns, listening to the needs of others).	APL(Cooperation)K5c. cooperate successfully in play and work with others with little prompting (e.g., listening and responding to needs of others, helping or advising one another).
APL(Cooperation)P5d. cooperate with others to accomplish a task or solve a problem (e.g., offering and listening to suggestions, determining a process).	APL(Cooperation)K5d. use cooperative learning strategies to accomplish a task or solve a problem (e.g., brainstorming ideas or steps, identifying resources, designating/accepting responsibilities, co-constructing processes to be used, sharing knowledge or discoveries).
APL(Cooperation)P5e. begin to accept and share leadership.	APL(Cooperation)K5e. recognize and respect shared leadership (e.g., be a leader and respect others as leaders).
APL(Cooperation)P5f. share his/her processes with adults or other children (e.g., demonstrating, explaining, or representing what he/she did).	APL(Cooperation)K5f. explain (or represent) how cooperative strategies facilitated the process for accomplishing a task or solving a problem.
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

Problem Solving

Problem solving refers to the processes used to explore questions or situations and to try different solutions. In this context, it refers primarily to cognitive tasks (such as scientific or mathematical questions of how, why, or what if...?). Problem solving involves children's ability to look for or find multiple solutions to a question, task, or problem. This ability is crucial for constructing knowledge as children build on prior experiences and integrate new information. Young children who can solve their own problems feel confident and enjoy learning. They are willing to make mistakes and learn from them and keep trying until they succeed (NAEYC, 2014). Children who were more flexible in their approach to problem-solving had higher academic achievement in kindergarten (George & Greenfield, 2005). Social problem solving is addressed under "Conflict Management" in the SEL Standards.

Standard APL6: The child will seek multiple solutions to a question, task, or problem.

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Problem Solving)P6a. recognize and try to solve problems using a variety of methods (e.g., trial and error, discussion with others).	APL(Problem Solving)K6a. identify increasingly complex problems and strategies for solving them (e.g., experimentation, reasoning, research).
APL(Problem Solving)P6b. think of possible solutions and identify one to put into action.	APL(Problem Solving)K6b. identify pros and cons of possible solutions, then select and implement one.
APL(Problem Solving)P6c. recognize relationships between cause and effect (e.g., predict possible results and try out one or more solutions).	APL(Problem Solving)K6c. verify cause and effect predictions and speculate about how or why the outcome might have been different.
APL(Problem Solving)P6d. with support, formulate and test hypotheses, make inferences, and draw connections to previous experiences and information.	APL(Problem Solving)K6d. with support, formulate and test hypotheses, make inferences, and draw connections to previous experiences and information.
APL(Problem Solving)P6e. make multiple attempts to solve problems.	APL(Problem Solving)K6e. try different solutions when the first attempt does not work.
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

Organizational Skills

Organizational skills require that children use logic to arrange things in an orderly way. The important components of organizational skills are environmental management, task management, and time management. As children's organization skills develop, they begin to integrate and prioritize the concepts of time, tasks and materials. These skills help children navigate the day: finding belongings and materials, understanding the routines, and participating in transitions. Organizational skills support the development of thinking skills such as sorting and sequencing. Organizational skills support planning and are an important component of executive functioning—the command-and-control ability that allows one to manage and execute tasks (Zelazo & Muller 2002).

Standard APL7: The child will demonstrate organizational skills.

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Organization)P7a. with support, organize materials appropriately (e.g., put things away; sort materials by categories such as color, shape).	APL(Organization)K7a. independently organize materials appropriately (e.g., put away materials when finished, organize materials by categories).
APL(Organization)P7b. develop organizational routines with reminders (e.g., check cubby or personal space for take-home materials and projects to share with families).	APL(Organization)K7b. independently carry out organizational routines (e.g., gather personal belongings at end of day,).
APL(Organization)P7c. begin to develop processes for organizing tasks (e.g., describing or representing several steps in a process).	APL(Organization)K7c. describe and implement multiple steps to be followed for an activity or project.
APL(Organization)P7d. recognize the daily schedule, follow classroom routines, and identify what comes next.	APL(Organization)K7d. demonstrate awareness of the weekly schedule (e.g., specials, half days, etc.); anticipate and prepare for coming events.
APL(Organization)P7e. begin to manage time required for tasks or activities (e.g., how to prepare for or end an activity, task, or process).	APL(Organization)K7e. manage time for tasks or activities with minimal support (e.g., recognize when and how to prepare for or close an activity, task, or process).
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

Memory

Memory is the ability to hold current ideas in mind while thinking, acting upon, and adding new ideas and information. Preschoolers can recognize information that they have encountered before, and reconstruct it in the present. Children tend to remember things that matter most to them, and they also recall and maintain information that is repeated and used frequently. They can be guided in using simple strategies for developing working memory, such as association (connecting objects and terms with other concepts that relate in some way). Early working memory skills were a better predictor of later academic achievement than were early IQ scores (Alloway & Alloway, 2010).

For children who are dual language learners, it can be particularly important to associate new concepts with terms in their home language. Storing information in the form of “scripts” (sequences of steps or events) can help children to predict what will happen in future scenarios. By kindergarten, children can begin to learn strategies for retaining and recalling information for specific purposes (e.g., using knowledge of the alphabet and letter sounds to sound out and read words). As metacognition (“the ability to think about thinking”) develops, children can begin to consciously choose specific strategies for approaching learning tasks.

Standard APL8: The child will be able to retain and recall information.

Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
APL(Memory)P8a. relate past experiences.	APL(Memory)K8a. relate past experiences with details.
APL(Memory)P8b. recall visual items/cues.	APL(Memory)K8b. use intentional strategies to support visual memory (e.g., focusing on specific details, spatial placement).
APL(Memory)P8c. recall auditory cues and comments.	APL(Memory)K8c. recall and relate auditory information.
APL(Memory)P8d. use prior knowledge to predict and ask questions.	APL(Memory)K8d. apply prior knowledge to new situations, relationships, and problem solving.
Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.	

Glossary for Social-Emotional Learning and Approaches to Play and Learning

- Active exploration** - Manipulating materials, thoughts, and ideas, which may lead to understanding or knowledge
- Active learners** - Children who learn by doing, participating, and playing
- Acknowledge** - Show recognition or interest with facial expression or words
- Activities** - Experiences, either spontaneous or planned by the educator, that create opportunities for children to explore and learn
- Approaches to play and learning** - A child's characteristic responses to play and learning situations, such as curiosity, flexibility, persistence, reasoning, and problem solving
- Appropriate** - The usual expectations for a child's age and ability
- Attachment** - The strong emotional bonds that ties one person to another person – this tie binds them together in space and endures over time
- Cause and effect** - A relationship between actions or events such that one is a result of the other
- Collaboration** - Adults or children working together as a team to solve problems and accomplish tasks in order to achieve a common goal
- Communication** - Understanding and/or expressing wants, needs, feelings, and thoughts with others. Forms of communication include crying, vocalizing, facial expressions, speech, gestures, sign language, and/or pictures.
- Competency** - Ability to perform a specific task, action, or function successfully
- Conflict** - A situation where one person or group has needs, desires, opinions, or goals that interfere with those of another person or group
- Cooperate** - To work or act with others willingly and agreeably
- Creativity** - Originality or imagination
- Culture** - Shared attitudes, beliefs, histories, arts, customs, and social or family practices that generally characterize a particular group of people
- Curiosity** – Inquisitiveness; the desire to know or learn more about people and things, especially the new and novel, and eventually abstract ideas
- Demonstrate** - To show clearly
- Disposition** - An individual's tendency to act in a certain manner under given circumstances
- Diversity** - The differences among people such as race, culture, language, abilities, family structure, etc.
- Dual language learner** - Children, age birth to five years, who are learning two or more languages simultaneously
- Empathy** - Being aware of and responding to the feelings of others
- Engagement** - The amount of time and focused attention that children spend interacting with people/and or experiences in a developmentally and contextually appropriate manner
- Executive function** - Set of mental processes that include being able to break down a task into its components, organize a plan of work, follow through on it, and reflect on the success of one's efforts
- Examine** - To observe, test, or investigate
- Executive functioning skills**- the set of mental skills that work together to help a person achieve goals, includes tasks like: manage time and attention, switch focus, plan and organize, remember details, curb inappropriate speech or behavior, and integrate past experience with present action
- Experiment** - An action used to discover something unknown, or to test a principle or idea
- Explore** - To investigate or study

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- Evaluate** - The ability to consider the consequences of a decision or possible choices
- Evidence** - The way a child demonstrates a skill; one of many ways to show competence
- Family** - The closest relationships that a child has, customarily thought of as a mother or father and siblings, but often includes foster family, grandparents, and others who are significant in the child's life
- Family engagement** - Partnering with families so schools and families are working in parallel to assure child success. May be a variety of frequency and levels of involvement: communication; volunteering; support at home for school goals, policy, and decision-making.
- Flexibility** - The ability to change or alter plans in response to changing information and goals
- Home language** - First language a child learns to speak with family
- Impulse control** - The ability to think before speaking and acting and stopping oneself from acting impulsively
- Independence** - The ability to be self-sufficient, to self-organize, to self-manage, and to act without the guidance of others
- Initiative** - The ability to make intentional choices
- Investigate** - To study the details, to examine, or to observe in order to gain knowledge
- Learning Standards** - Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education; educational objectives
- Memory** - The ability to hold current ideas in mind while thinking, acting upon, and adding new ideas and information; later recall of information
- Metacognition** - the ability to think about thinking
- Mixed delivery system** – All setting where preschoolers and kindergarteners receive education and care: public schools, early education and care programs, family child care, Head Start, Coordinated Family and Community Engagement Programs (CFCE), home, etc.
- Model** - To teach children through example, by demonstrating the desired behavior or action
- Organizational skills** - Use of logical processes to systematize time, tasks, thoughts, materials, and relationships
- Peers** - Children who are about the same age
- Persistence** - The ability to maintain attention despite interruptions or distractions
- Play** - Engaging in a physical or mental activity for the purpose of pure enjoyment or amusement
- Problem solving** - The process of exploring questions or situations and intentionally trying different solutions
- Prompt** - To encourage an action or behavior
- Prop** - An object used by children during play
- Pro-social behavior** - Showing concern, cooperation, kindness, and consideration for others; demonstrating a sense of caring for others
- Reciprocal** - Present or existing on both sides; mutual
- Reflection** - Recalling an object or event in one's mind
- Respect** - To show esteem for another person; to communicate that his or her ideas, feelings, and needs are worthy of consideration
- Responsible decision making** - Making choices and taking actions based on consideration of safety concerns, appropriate social norms, respect for others, and likely consequences; applying these skills to academic and social situations; contributing to the well-being of one's school and community
- Routine** - A pattern of events or interactions planned and occurring on a regular basis
- Self-awareness & self-concept** - The ability to recognize and assess one's own feelings, interests, values, and strengths and their influence on one's own behavior
- Self-efficacy** - The perception that one is capable of successfully making decisions, accomplishing tasks, and

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meeting goals

Self-management - The ability to handle one's emotions in productive ways; being aware of feelings, monitoring them, and modifying them when necessary so that they aid rather than impede the ways in which the child is able to cope with varying situations

Self-regulation – Controlling one's behaviors to conform to accepted norms

Self-perception/self-concept - The ability to recognize the attributes, abilities, attitudes, and values that children believe characterize them

Social awareness - Understanding what others are feeling; being able to take others' perspective; appreciating and interacting positively with diverse groups

Social engagement - Participating in interpersonal interactions with other children or adults

Social competence - The ability to demonstrate conscious control of thoughts and actions in social interactions

Social norms - Standards of behavior shared by members of a group

Social relationships - Healthy relationships and interactions with adults and peers

Special needs - The educational requirements for children as identified by IDEA

Strategies - Collection of methods to promote development or learning

Stress management - The ability to regulate the physical and/or emotional reactions to stress; part of impulse control

Temperament - The unique way a child responds to the world

Tools - Anything used or created to accomplish a task or purpose

Transition - Time of change or moving children from one activity or place to another

Trial and error - Attempting to solve a problem by trying different approaches

Working memory- The ability to hold information in mind and use it.

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